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ABSTRACT

IPAR, whose name originally stemmed from its official name--Institute for Public Affairs Research, Inc.--is described as a nonprofit organization operating in Portland, Oregon, and designed to bring students and their teachers into closer contact with all aspects of the working world by (1) recruiting community resources as speakers in classroom for occupational exploration and to offer work experiences, (2) operating a central scheduling center through which teachers can tap these resources, and (3) providing training and orientation for community participants to upgrade the quality of their involvement. After a brief description of IPAR's activities and services, guidelines are offered for developing an IPAR-type program. These guidelines cover organizational suggestions during initial stages, selling the community and schools, sample outline of procedural steps, and suggested job descriptions for staff of an IPAR-type program. (SH)

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THE OPEN DOOR BETWEEN COMMUNITY AND CLASSROOM...

HOW IPAR PUTS IT ALL TOGETHER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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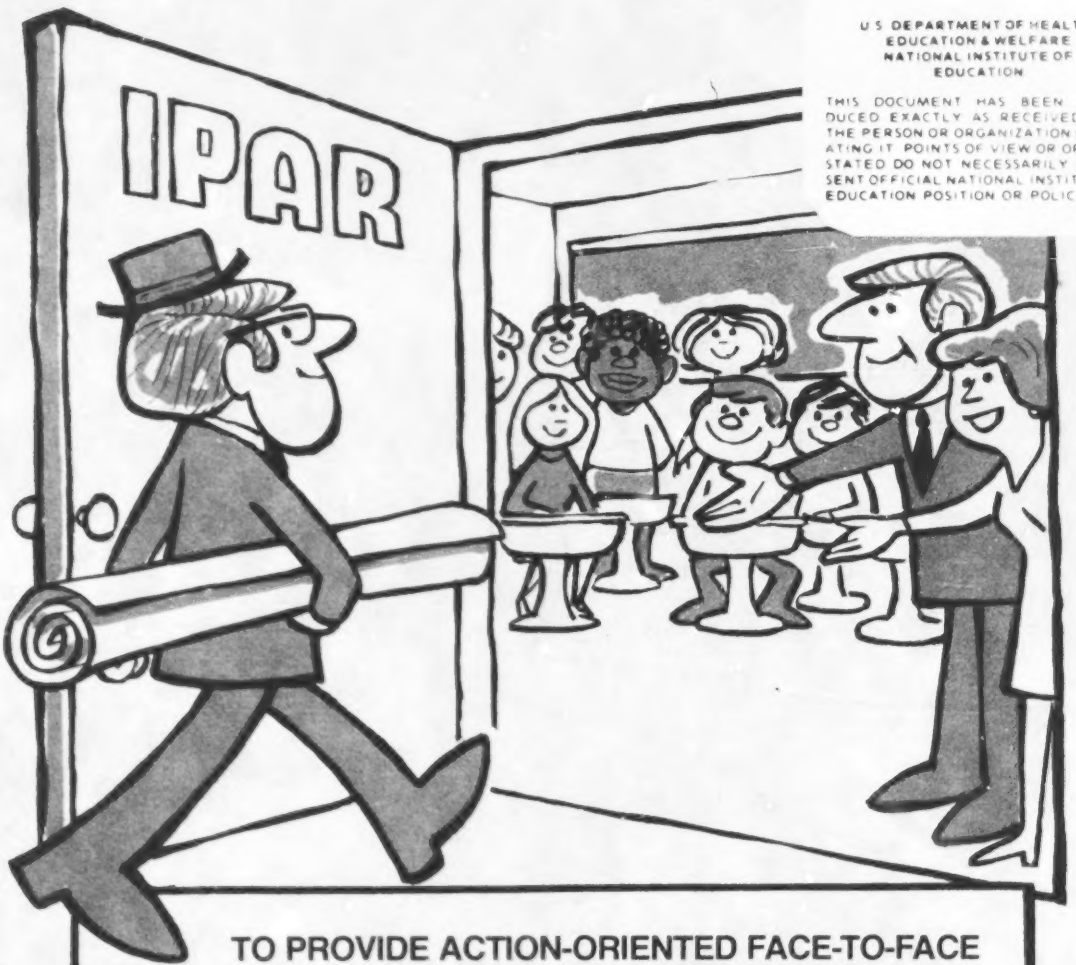

TO PROVIDE ACTION-ORIENTED FACE-TO-FACE LEARNING OPPORTUNITIES TO HELP SCHOOLS PREPARE TODAY'S YOUTH FOR TOMORROW'S WORLD

. . . by continuing discussion, observation and involvement between students and community representatives on business, labor, professions and other areas of civic responsibility.

CE 011 756

THE iPar program

Designed:

- To expand learning opportunities in education by using community resources.

- As a catalyst—to help link community and education on a broad basis to assure a career education program that works.

- To stimulate educators, business, labor, and public officials, to be innovators in developing better ways "to make the community a classroom."

- As a transportable model—adaptable to meet various community needs and objectives.

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CONTRIBUTORS TO iPar

Alpenrose Dairy
American International Forest Products
American Sheet Metal Company
Archer Blower & Pipe Company
Arrow Heating Company
Arthur Anderson Company
Atkinson & Company
Autzen Foundation

Bank of California
Barker Manufacturing Company
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Tektronix, Inc.
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Touche Ross & Company
Tri-West Properties

Union Pacific Foundation
United Columbia Foundation
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Malarkey Wall
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Welsh & Windfree
Wentworth Foundation
West Coast Orient Company
Western Kraft Corporation
Wheeler Foundation
Whipple & Moshofsky Lumber Company
White Freightliner Corporation
Wilhelm Trucking Company
Willamette Industries
Willamette Western Corporation
Winters Products
Dean Witter and Company

Arthur Young and Company

Zidell Explorations

Defining The Problem

The educational process has become too isolated from the community; school districts have become more consolidated and centralized. Teachers generally have become more specialized and removed from the realities of the non-academic world. Young people have less and less opportunity for exposure to the inner workings of our economic system while the system has become more complicated and nearly incomprehensible.

Government, too, is hard to grasp — while it has become more pervasive, it has become more difficult to understand.

> President Ford aptly said recently:
> "The time has come for a fusion of the realities of a workaday life into the teachings of academic institutions..."

We must do a better job of explaining the role of work in our society and how it affects our fragile economic and political system. In our "free choice" society, it is imperative those who have the freedom to choose be prepared to make sensible choices, in their own interest as well as society's interest.

IPAR's Solution—End The Isolation!

IPAR's objective is to bring students and their teachers into closer contact with all aspects of the working world through face-to-face or first hand exposure of all kinds — discussions with adults on all subjects in the classroom and access to learning opportunities of all kinds *outside the classroom*. IPAR seeks to tap the huge reservoir of experience and knowledge in the community for use in the educational process.

IPAR helps achieve these objectives by (1) recruiting community resources as speakers in classroom for occupational exploration and to offer work experiences, (2) operating a *central scheduling center* through which teachers can tap these resources, and (3) provides *training and orientation* for community participants to *upgrade the quality* of their involvement.

What is IPAR?

IPAR is a non-profit organization operating in Portland, Oregon. Its governing board is broadly representative of the community, including labor, business, government, education, and professions. It is funded by volunteer contributions from foundations, businesses, individuals, and limited support from public eduction.

It has a full-time staff to coordinate and carry out resource recruiting, scheduling, liaison with schools, fund raising, and other functions.

The name IPAR originally stemmed from its official name, The Institute for Public Affairs Research, Inc. IPAR now simply stands for "IPARticipate," the essence of its program.

Career education—IPAR's current major priority:

Oregon's Career Education program is designed to prepare students for their major life roles as citizens, family members, and productive members of society. Every effort is being made to integrate real life situations and challenges into regular academic courses.

Educators in the metropolitan Portland area look to IPAR to provide access to community resources needed to back up and enrich in-school career education. A joint two-year pilot project has been successfully completed — and is now a continuing program.

In the 1975-76 school year, IPAR recruited and scheduled over 3,200 classroom speakers or outside classroom events at the request of teachers — reaching over 90,000 students (of the 180,000 in the area.)

In 1976, IPAR was asked to assist Portland State University in developing a pilot career education program in higher education — as a part of a consortium of public and private colleges and universities in Oregon. The initial emphasis is directed at providing teachers with a better understanding of *career education*, and the value of community resources, with the ultimate goal being the use of community help throughout higher education.

Additional benefits to be derived from the IPAR program

Greater exposure to the "system" can't help but stimulate student interest and understanding, and help students choose and prepare for careers, resulting in better motivated, better prepared workers, citizens and leaders.

Greater day-to-day, informal informative discussion between educators and others in the community are bound to develop a positive attitude and understanding toward each other. These communications provide ready opportunities to discuss fundamental concepts such as the role of "work" in society, the extent to which education should teach on-the-job skills, and the relationship between jobs, the employing enterprise, and our economic and political system.

The IPAR program offers personally rewarding opportunities for adult participation in educating youngsters and in offering experience and knowledge to supplement the teacher's.

Perhaps the community has expected too much from professional educators.

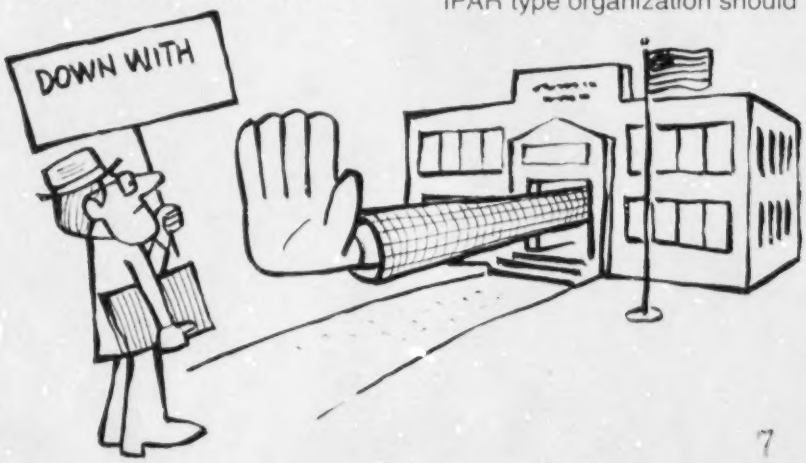
IPAR provides a vehicle through which educators can tap community resources on a massive scale and on a balanced, continuing basis! Teachers and their students ought to have access to the huge reservoir of experience and knowledge outside the classroom. This can not be done without a centralized scheduling center and an organized, continuing community-based recruiting effort. In the Portland area, 10,000 teachers—*each acting on his/her own*, couldn't scratch the surface of talent and resources available.

IPAR builds more confidence in and support for education throughout the community. Greater involvement by adults in the commuity exposes them to education's needs, problems, and importance. Classroom speakers quickly realize handling 25-30 students effectively is a major task.

General Guidelines for Development of an IPAR-Type Program in Your Community

While every community varies depending on its size, economic base, customs, leadership structures, etc., and must chart its own course in developing an IPAR type program, here are some guidelines that may be helpful:

Recognize that ultimately an IPAR type organization should have broad involvement and participation on its governing board. Educators will tend to shy away from any group that is or appears to be "special interest." Therefore, inclusion of labor leadership, along with business, government, and professions to assure broad base support is particularly important. Of course, involving key eductors sympathetic to the overall concept is crucial.



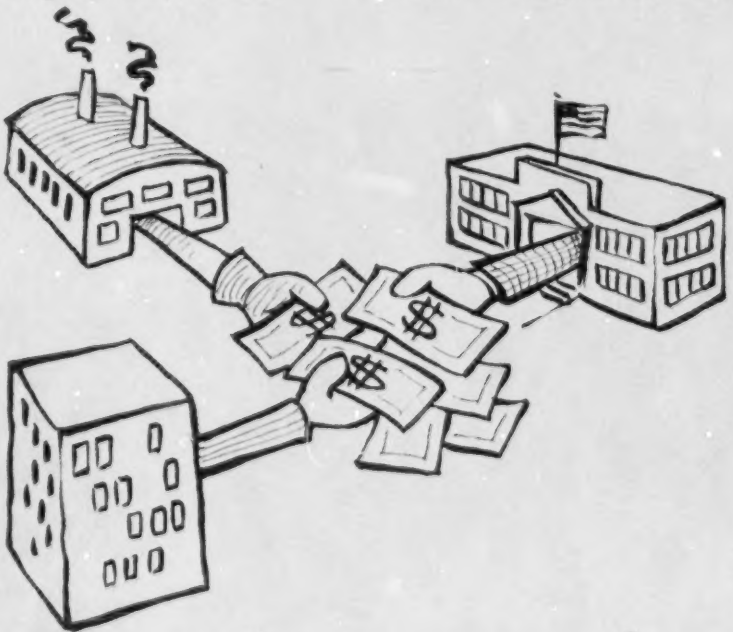
Avoid adopting any organizational dogma or philosophy other than the basic concept and belief that the

more face-to-face, first-hand exposure our young people and their teachers have with the working world on a *balanced basis*, the better off everyone will be. Obviously, a political, partisan focus would be inappropriate.

Accept the concept that, except for the smallest communities, some paid staff will be necessary to assure continuity and quality service. Don't underestimate the difficulty of recruiting businesses and others to get involved — and the considerable effort required to schedule a classroom speaker or in-plant visit. On the average, the scheduling center must make five calls for each event — and once the resource is located, there is the follow-up with both teacher and resource to be sure they mesh.

Expect to rely primarily on community funding through voluntary contributions. Some funding from education is probably desirable to demonstrate school endorsement of the program. This gives it credibility among educators. This will also give the program credibility among potential donors, because it proves the program has educational backing. But, utimately a broad community funding base is the best course: Competition for school funds is enormous, and funding with substantial dependence on education would be perilous, and could subject the program to special grant dominance. Besides, recruiting active *participation* in in the program will go hand-in-hand with soliciting funds — the broader the resource base, the broader the funding base.

Primarily, initial focus of the program should be on providing back-up for *Career Education*. This is a national priority in education across the country. If educators in your community are not stressing it, that's all the more reason to be involved — to encourage and support career education particularly broad guaged career education programs that stress *citizen* and *individual involvement* in society, as well as productive roles. Generally, you will find educators engaged in Career Education most receptive to the idea of greater use of community resources. They are probably already struggling to get at such resources to augment their programs — seeking field trips, work exploration and work experience opportunities. Therefore, Career Education is a "natural" beginning linkage area — that can lead to utilization of community resources in all other aspects of education.



Accept the fact that progress will probably be slow. It's better to expand gradually rather than attempt to do too much too soon. Probably, initial efforts should be limited to elementary and high school levels. However, you may want to start at the college level — or start by limiting the program to rapping with teachers only at the out set. The most important step is to *get started* in some way—get dialogue going between school and community to develop community objectives and mechanisms.

Organizational Successions During Initial Stages

START WITH A SMALL GROUP.

Whether instigated by *educators* or *people in the community*, it is best to organize a very small carefully selected group at least some of whom understand or have good access to the leaders of the community. Obviously, everyone included should be interested or committed to the concept, and willing to work toward developing the program. Be cautious about relying solely on staff of Chambers of Commerce or trade associations to take the lead; often they have more than enough to do without taking additional responsibilities.

DON'T SEEK EARLY ENDORSEMENT BY ORGANIZED GROUPS.

From the beginning, key educators must be involved to provide guidance. Success depends on mutual trust and cooperation between educators and the program. Again, it is probably best initially to meet informally with leaders in education rather than seeking formal endorsement of the school district or institution at the outset.

DEVELOP GOALS, ESTABLISH PLAN OF ACTION, SET UP ORGANIZATION.

It is better to seek out respected, able, open-minded leaders from within these groups to help shape, guide, and develop the new program. One sensitive area — some labor leaders are apprehensive that work experience aspects of career education could prejudice apprentice programs, infringe on available work, etc. These fears can be resolved by/d by involving union leaders with other community leaders in early stages in directing their attention to the best interest of the youth.

INVOLVE KEY EDUCATORS.

Once the core group is organized and goals, objectives, and general plan of action are developed, a board should be recruited and organized and officers elected. The board and officers in turn must, through group meetings, individual contacts, etc., gain a funding base to facilitate hiring staff, securing office space, incorporating as a non-profit corporation, seeking tax status as an educational organization, etc. With more and more business and industry leaders sensing the great need to do a better job of explaining the business world, there should be considerable receptivity to supporting this unique program that clearly helps fill that need.

FUNDING

Can be organized in several ways:

(a) Develop an annual fund raising campaign using volunteers from the community and schools.

(b) Get a committment from major business and other community organizations to provide loaned executives to make a designated number of calls to recruit financial support.

(c) Send a letter signed by a respected community member or members to business, labor, industry, and other community organizations requesting financial support for the program.

(d) Develop or tie in with a community function or benefit that can raise funds for a non-profit organization such as IPAR. Probably a combination of the above would be advisable.

For personnel support look to the Chamber of Commerce, J. C.'s, Rotary, Kiwanis or Woman's Club to help provide their membership and support to get the job done. Funding can be sought from the community exclusively or shared with financial support from the school. The schools could be asked to finance the program alone. However, if the IPAR Program is a joint effort of both school and community, it would seem reasonable that both provide financial support which would encourage continued involvement and participation by both groups.

RECRUITING

Resources from the community can be accomplished in a similar manner to that used in the recruitment of financial support — *but not at the same time*. Loaned executives can be assigned to recruit resource people in the various occupational clusters. Once a committment is made, it is recommended that a follow-up letter be sent with an enclosed questionnaire asking the volunteer to indicate the areas in which he feels competent to share his knowledge and experiences with students and also indicate what his company or organization would be willing to provide in the way of support in other Career Education areas. (Co-op work experience, etc.). In the recruitment of resource people, care should be taken not to over-subscribe the bank with resources that the schools will not call upon. A problem can develop that is similar to that of a grocer who needs to stock his store to meet the needs of his customers. Too much stock left on the shelf goes stale, or in this case the resource person loses interest ... while not enough stock turns the customer (or teacher) away. Set up the mechanism for recruitment, but develop the bank slowly as needed. After the initial Resource recruitment, the IPAR staff can maintain and develop the bank as needed.

SCHEDULING CENTER

Maintains the resource bank files, processes teacher requests, and acknowledges confirmation to both teacher and resource person. At the beginning of the school year, experience shows it required 2-3 calls to confirm a Resource Person who could fit the request into his schedule. By Spring, it could take 3-5 calls to confirm a request because resources may have been used up or because too many requests were being made at this time of year. Requests from teachers should be in writing, and submitted at least 12 working days before the resource is needed. The teacher should be advised of the confirmation at least 5 days before the resource is scheduled and asked to contact the Resource Person to outline what the learning objectives are and to answer any questions that may arise. This helps the Resource Person feel more comfortable and allows for better communication with the students. A needle sort system has been used to catalogue IPAR's Resource Bank. It contains some 4000 resources and can be expanded. Calls made by scheduling people are friendly and an effort is made to relate to them as individuals and friends.

Program Development

Once the new organization is formally established, attention should be given to:

A. Assessing opportunities within schools for greater use of community resources particularly in connection with career education — for teachers as well as students.

B. Assessing the potential availability of community resources to inventory for use in schools, particularly as back-up for career education.

C. Developing scheduling center techniques and procedures. Contact IPAR's scheduling center director for details.

D. Developing and implementing a program to broaden opportunities *within education* for use of community resources in and out of the classroom. Activities could include explanation at teacher training sessions, PTA's, school board and administration meetings. Pamphlets explaining to teachers "How to Use Community Resources" should be prepared and distributed. The ultimate goal should be using community resources wherever they could invigorate, supplement, or improve regular in-school education as a scheduled part of the course curriculum. While career education can be the initial focus, every opportunity to draw on community expertise and knowledge should be utilized — on economic, scientific, technical, legal, community service, governmental subjects of all kinds.

E. Developing and implementing a community resource recruitment program, using news media, promotional literature, speaking engagements, individual canvassing, etc.

F. Developing and maintaining detailed resource inventories.

G. Encouraging each business and other organizations supplying resources to designate a resource coordinator as the key contact person for liaison with the scheduling center. Great care should be used to avoid overusing resources.

H. Developing orientation and training programs for community participants to upgrade their performance. Initially special urging may be needed to get teacher and outside speaker, for example, to communicate with each other *before* the scheduled event to make the most of the occasion for all concerned.

I. Continuing evaluation to measure performance and keep sound program direction. Feed-back from teachers and community participants is a simple, initial technique.

Finally, it is most important that school administrators provide their teachers with information, training and encouragement in the effective usage of community resources, not only as a part of the curriculum they are teaching, but also as part of the total Career Education program.

School Administration must make clear to classroom teacher both the availability of these resources and the importance of utilizing them in the curriculum.

The community working with the eductors, can help develop many unique and effective learning experiences for the student.

The Educator Evaluates His Role in Career Education and Use of Community Resources

WHY INFUSE CAREER EDUCATION AND COMMUNITY RESOURCES INTO CURRICULUM?

- To assist educators in motivation of students, bring more relevancy to subject matter, and provide additional incentives and reasons for learning.
- To provide eductors with another means to update their skills and knowledge thru exposure to changes and new application of their subject matter from within the community.

- To offer administrators an additional source of input to insure that learning within their areas of responsibility is current and relevant to the needs of today's society.
- Provide administrators with another means to assure that students are receiving sufficient training to meet minimum job entry level skills and positive attitudes that will assist them to become productive members within our society.
- To assure that administrators and teachers will have the best opportunity possible to relate to the community on a continuing basis to insure an understanding of their school needs and problems as well as those problems and needs of the community.
- To broaden administrators' and educators' awareness of the great number and variety of community resources available to assist them in their teaching efforts.
- To give students an awareness of work and life styles as well as an opportunity to explore various careers and sample their environment and disciplines.

COMMITTMENT BY EDUCATORS.

- Educators will set aside time to evaluate the benefits to students of infusing Career Education into their curriculum. In this evaluation it is hoped consideration will be given to such things as: motivation of students; value of community input to reinforce teaching programs; updating of subject matter being taught; relevance of curriculum to usage in the community; achieving a better understanding of both community and school problems; and, last but not least, preparing the student for his/her role in society.
- Principals and school administrators will look at Career Education as a program that can be infused into current curriculum at any grade level. Career Education will be viewed in its broadest context, to aid in learning, and preparation as a community member, a family person, avocations, and vocational pursuit, i.e. (all of life's roles).
- Teachers will try and relate the subject matter being taught to its usage within the community and evaluate various "Hands On" training devices that can help teach by doing.
- The school board must consider the value of establishing policy for students in school to be given direction and help in finding career roles, job or profession, etc. suitable to individual capabilities and preferences.
- Development of Teacher-In-Service Programs that reflect Career Education emphasis and community involvement.
- School leaders will provide teachers with access to Career Education teaching materials and community support.

HOW CAN EDUCATORS INFUSE CAREER EDUCATION INTO THE CLASSROOM?

- Identify Career Education, including its concerns with all the life roles.
- Provide teachers with programs, assist in developing lesson plans, materials, and community support that will enable teachers to infuse career education into their curriculum.

NOTE: We realize that this is an area that needs to be developed, and many school districts throughout the country are in various stages of involvement in this particular area. Portland area has developed some career educational material for teachers in various grade levels. Florida and Texas have also

developed teacher aids to help infuse Career Education into their curriculum.

- Maintain a cooperative contact with the community to insure a continuous flow of back-up support for the teacher.
- Insure that community support is respected and valued to maintain a continuous flow.
- Evaulate Career Education programs and usage of community resources to determine its vitality and usefulness.
- Assign a career specialist in each building to coodinate and assist teachers in integrating career programs into their curriculum. The status and administration support of this person would be such that he can get the job done.
- Program the various segments of Career Education: awareness, exploration, and specialization to provide a continuous flow for each student through his school year.

HOW THE CAREER EDUCATION PROGRAM CAN WORK IN SCHOOL AWARENESS K-5 GRADES.

- Exposure to various occupations that emphasize math, reading, writing, communications and art. Tours of shopping centers to emphasize these skills can be arranged. Recruit speakers experienced in the various skills listed above "Hands On" materials and games emphasizing the above are available or can be developed. Emphasis is continuously focused on self-awareness.

EXPLORATION 7-10 GRADES AND BEYOND.

- Exposure to occupational clusters — Their skill requirements and educational needs—Their environmental setting — The disciplines needed and their rewards. These can be acquired thru visitations to work locations, by speakers in classroom experienced in the various occupations, as well as "Hands On" experiences illustrating problems, decisions, and skills needed in the various occupations. Social and Humanistic understanding can be given greater input with community support.

SPECIALIZATION 11 AND ABOVE GRADES.

- With the help of the career advisor, the student will analyze his skills, academic potential, and interests and then select occupational areas he feels will interest him. He arranges to spend time at the job site or work environment observing and experiencing first hand the environment and work he believes he has an interest in. As he becomes more certain of the occupational area he would like to pursue, part-time work relating to his chosen field is sought. When a work experience station is found, the employer is asked to evaluate the student's performance and make recommendations with the ultimate goal of helping the student find a productive role that best fits his skills and interest. Community input can be used at the same time to help in the students development as a community member, family person and exposure to the many avocations available to provide a meaningful life style.

This very brief outline is intended to challenge your thinking and excite interest in the many worthwhile learning experiences that happen to a student when school and community plan and work together. An IPAR type program provides coordination and the continuous input needed from the community to insure a smooth running program.

SELLING THE COMMUNITY AND SCHOOLS

Why should the community* invest time, money, and effort to support IPAR and career education?

1. To develop understanding and two-way communication with our youth,—the future workers, voters, consumers, stockholders, community leaders, and family members.

2. To develop continuing channels of communication between educators and employers, to insure awareness of various jobs, entry level skills and work disciplines necessary to prepare students to become productive members of society.

3. To supplement and strengthen academic aspect of Career Education by providing back-up support and input from the working world.

4. To provide students and teachers with a better understanding of the economic system, its contributions to society, and the impact of government influences on the system.

5. To help motivate students to achieve and develop positive work attitudes by providing exposure to community resource people whose experience and training can make more relevant the various career paths and rewards that each offers.

6. To help educators broaden their knowledge and understanding of community affairs and problems.

7. To develop greater mutual confidence and understanding between the schools and the community.

8. To provide educators with an updating of subjects they teach through ready access to people working within the community in fields they are teaching.

9. To develop a better understanding of the capability of education to provide the community with a life-long learning capability for vocational, avocational, and social enrichment.

10. To help educators and community leaders use community resources on a broad and continuing base as part of the education process.

*Business, education, labor, government, and professional.

SAMPLE OUTLINE OF PROCEDURAL STEPS IN DEVELOPING AN IPAR-TYPE PROGRAM IN YOUR COMMUNITY

I. Evaluate community needs and organizational planning.

A. Define the Need.

1. Determine need for greater use of community resources in schools.
2. Does your community have a centralized mechanism through which resources can be recruited and utilized?
3. Is there need for strengthening any existing programs or starting a new program?

B. Forming small steering committee from industry, labor, professions, government, educators (representatives of elementary, high school, junior colleges, and possibly universities.)

C. Establish purposes, objectives, and a plan of action, including organizational development accomplished by model IPAR program.

II. Implementation of IPAR-Type Program Within the Community.

A. Establishment of Board of Directors and Officers to Oversee Program.

B. Establ hment of Staff and Budget.

1. Support Options.

a. Community b. Community and Educators c. Educators

2. Size (dependent on mission established and responsibilities).

C. Determine initial funding needs and means to raise funds.

D. Establishment of Ad Hoc Advisory Council to Recommend Programs, Planning, Analysis of Current Programs, and to Suggest Changes.

E. Establishment of a Scheduling Center.

1. Staffed to recruit and schedule resources.
2. Provide help to educators in expanding their use of community resources.
3. Provide orientation to resource people to more effectively communicate with students.
4. Organize and provide community resources for teacher inservice training programs.

F. Communications.

1. Promotion of need for community involvement in education.
2. Promotion of advantages to educators for utilizing community resources.
3. Development of materials (forms, booklets, pamphlets, evalution forms to provide awareness, understanding, and smooth operation of program).

G. Revitalization.

1. Include self-evaluation capabilities and performance data.
2. To assure continued improvement of program.
3. Build effectiveness by monitoring proof-of-performance records.
4. Examining and evaluating objectives.

SUGGESTED JOB DESCRIPTIONS FOR STAFF OF IPAR-TYPE PROGRAM

To help explain the efforts and kinds of functions to be performed by paid or volunteer staff, we have outlined *job descriptions* for the key personnel. The number of personnel involved will vary depending on the needs and size of the community, the scope and stage of development of the program.

COMMUNITY RESOURCE DIRECTOR

FUNCTION:

The supervisor develops and maintains an inventory of community resource volunteers to meet IPAR's goals for the schools.

DUTIES:

Work with employers, associations, unions, firms, and individuals to identify volunteers available to act as speakers, at-work supervisors, field trip leaders, occupational consultants, and similar activities in education.

Develop systems, forms, and procedures for conducting community surveys to identify resource volunteers, at-work sites, field trip sites, and educational materials needed by schools.

In cooperation with scheduling supervisor, develop resource inventory storage records to provide efficient recovery and summary procedures.

Supervise volunteer and paid personnel in conducting resource surveys and acquisition.

Design and conduct training programs for community resource volunteers to make meaningful and effective contacts between the volunteers and the schools.

SCHEDULING CENTER SUPERVISOR

1. Directly responsible to the Director.
2. Supervises Scheduling Center Office Clerk and Telephone Schedulers.
3. Responsible for all Scheduling Center typing and duplicating
   a. Types confirmation cards.
   b. Types Scheduling Center reports.
   c. Types Scheduling Center correspondence to schools and businesses.
   d. Prepares copies of material needed for inservices and conferences.

Scheduling Center Supervisor (cont.)

4. Answers telephone and places calls as requested.
   a. Answers questions from teachers and resource people about scheduling engagements.
   b. Explains questions about IPAR and scheduling procedures.
   c. Handles scheduling and various problems with schools and businesses.
5. Keeps up daily report board of confirmations and new requests.
6. Keeps Scheduling Center files current and up-to-date.
   a. Keeps files on in-coming and out-going Scheduling Center correspondence.
   b. Maintains and checks hold files for current or pending requests.
7. Handle request that cannot be confirmed by Telephone Schedulers.
   a. Fill request with person not on IPAR resource lists. (From telephone book, etc.)
   b. Cancel requests with the teachers.
   c. Give to Scheduling Director for suggestions.
8. Make appointments with schools or businesses for the Scheduling Center.
9. Help interview and train Telephone Schedulers.

SCHEDULING CENTER CLERK OR VOLUNTEER

1. Responsible to the Scheduling Secretary and Scheduling Director.
2. Responsible for logging and processing of new requests.
   a. Logs new requests in Daily Log.
   b. Matches proper resource lists to current requests.
   c. Assigns current requests to Telephone Scheduler or puts in working basket.
   d. Puts future requests in appropriate hold files.
   e. Logs confirmations and cancellations.
   f. enters confirmed request information in Topic Log.
3. Responsible for Resource Files and Request Files.
   a. Maintains and up-dates Resource Lists.
   b. Maintains files on confirmed and cancelled requests.
   c. Keeps files on special Career Day activities.
4. Helps with telephone scheduling when needed.
   a. Assists Telephone Schedulers with resource problems.
5. Helps prepare material for inservices and conferences.
6. Helps answer telephone and places calls as requested.
   a. Helps in assisting businesses calling with questions.
7. Helps keep IPAR office neat and in order.
8. Helps Scheduling Secretary and Scheduling Director when needed.

NATIONAL FEDERATION OF INDEPENDENT BUSINESS

July 15, 1976

Mr. Andy Jacobs
Executive Director
IPAR
516 S.E. Morrison Street
Portland, Oregon 97214

Dear Mr. Jacobs:

Career education is widely recognized by leaders in education, government, business and labor as the best means available for bridging the gap between the school curriculum and the world of work. It is a response to the needs of students for an education based on an understanding of career options and realistic planning for entry into specific occupational fields.

The missing link in so many educational innovations--contact with the real world that students will encounter upon graduation--is precisely the link provided by the IPAR program. The IPAR Community Participation Model identifies and recruits business and community volunteers and serves as a clearinghouse for teachers in need of community input in the form of classroom speakers, plant tours, cooperative work experience stations, and other field experiences.

The NFIB enthusiastically recommends the IPAR Model to communities that are seeking a practical and efficient way to assure broad community input into career education curriculums. This program works--for business, for teachers, and for students.

Sincerely,

Wilson S. Johnson
President

Chamber of Commerce of the United States
PUBLIC AFFAIRS DEPARTMENT
JOSEPH J. FANELLI, MANAGER
1615 H STREET, N.W.
WASHINGTON, D.C. 20062
202-659-6154

September 8, 1975

Mr. Andrew E. Jacobs, Jr.
Executive Director
Institute for Public Affairs Research, Inc.
516 S. E. Morrison Street
Suite 710
Portland, Oregon 97214

Dear Mr. Jacobs:

Enclosed is an audio script for a monthly program done in this office called DISCUSSION WASHINGTON. This is distributed along with an audio cassette to selected local chambers of commerce and the National Chamber Field Staff as an idea and information service for their use.

The topic selected for this month is "The Institute for Public Affairs Research".

Each month in these cassette tapes we try to discuss a different economic education or interpreting business program that has come to our attention. These generally are ideas to motivate members--ideas they can apply to their programs of work or promote within the community. IPAR certainly fits that bill beautifully.

Best of luck in expanding your excellent program.

Sincerely,

Marie K. Dunkle

Marie K. Dunkle

cc: George W. Seidl

Let us know if we can help

IPAR's experience dates back to 1969 when it started as a grass roots community sponsored program to provide a vehicle by which the community could offer its experience and knowledge to supplement the academic learning experiences.

The trials and tribulations in developing meaningful communications with the schools were many, and recruiting and organizing strong support from a broad segment of the community now bearing fruit has been a learning experience.

IPAR is now in a position to share its knowledge and capability with other communities on a consulting basis. For further information, call or write:

Andrew E. Jacobs, Jr.
Executive Director
516 S.E. Morrison, Suite 710
Portland, OR 97214
503-233-6582

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 16, 1976

CAREER EDUCATION

Mr. Andrew E. Jacobs, Jr.
Executive Director
Institute for Public Affairs
Research, Inc.
516 S.E. Morrison Street, Suite 710
Portland, Oregon 97214

Dear Mr. Jacobs:

Thank you for your letter of February 26, 1976, and the most recent IPAR materials that you enclosed. I have read these materials with a great deal of interest and find them very reinforcing to my earlier impressions of IPAR.

In my opinion, the IPAR effort represents a splendid example of the kind of collaborative relationship called for in the career education concept. IPAR has put into action the philosophical concepts of career education in ways that clearly demonstrate both its effectiveness and its acceptability in the broader community. Your ability to involve wide segments of the total community in your efforts is very reassuring to me and very reinforcing of the career education concept.

I know of no community effort aimed at establishing the kind of collaborative relationship exemplified by IPAR that is superior to the one that you have now underway. I congratulate and commend you on your good work.

Sincerely,

Kenneth B. Hoyt
Director

OREGON STATE DEPARTMENT
OF EDUCATION

942 LANCASTER DRIVE NE. • SALEM, OREGON • 97310
Phone (503) 378-3573

JESSE PADOLD

August 12, 1974

Andy Jacobs
President of the Board
Institute for Public Affairs
Research, Inc. IPAR
415 S. E. Morrison Street
Suite 710
Portland, Oregon 97214

Dear Andy:

I would like to take this opportunity to compliment your board and staff on the development and implementation of what we consider one of the outstanding examples of cooperative community resource utilization in public schools in Oregon and the Nation.

We feel this type of cooperation and support from the business community is crucial if career education is to fulfill its primary goal of preparing students for the role of a producer in our society. This goal has been accepted by the Oregon Board of Education, and endorsed by Oregon Citizens, as one of six goals that every public school student should be able to fulfill during his public school education in Oregon.

More specifically, we would like to compliment you on: the clear and concise definition of the various resources, the identification and use of the occupational cluster concept in utilizing the resources and the professional development and presentation of both materials and processes to the community and public schools.

We anticipate the continued success of your project and hope to see it infused into the ongoing educational program of many more schools throughout the state.

Regards,

Monty Multanen
Director, Career Education

MM:jh
CC: William I. Moshofsky

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Due to the high costs of printing and handling it is necessary to charge $5.00 each for this booklet.